

Assessment and Marking Policy



Groveside
School

Updated January 2025

Document History

Version	Comments/amendments	Name	Date
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2	Changes to assessments	Robbie Forsaith	02/01/2025

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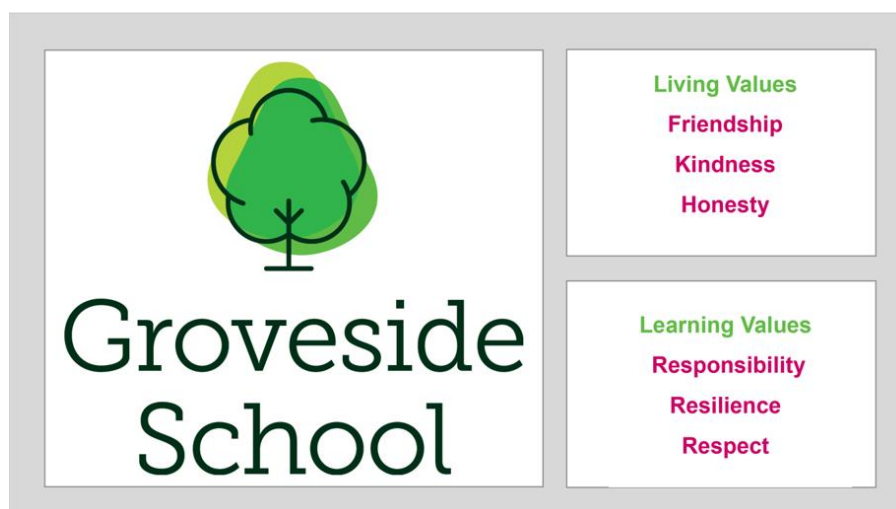
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1 INTRODUCTION

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and other interested stakeholders. The policy incorporates the vision, values and aims for assessment when using an adapted curriculum and the specialised approaches required for teaching the pupils at Groveside School.

2 VISION, VALUES AND AIMS



We believe that Groveside School is a safe, happy and stimulating school that supports pupils' individual needs. The staff and the school community work hard to ensure that a nurturing approach supports all pupils through their education, providing a bespoke approach to each child depending on their current needs. At Groveside, all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches and essential life skills. Our assessment systems are designed as a meaningful and reflective approach to supporting planning for each individual. The overarching vision is that assessment should be used as a supportive measure that allows all progress, no matter how small, to be demonstrated and for each pupil to keep moving forward in their learning, however that may look.

3 ASSESSMENT APPROACHES

At Groveside School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

3.1 IN-SCHOOL FORMATIVE ASSESSMENT

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

3.2 IN-SCHOOL SUMMATIVE ASSESSMENT

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Summative assessments are used to demonstrate improvements over a longer duration and in conjunction with teacher assessments they are utilised to inform future learning and consolidate outcomes.

Summative assessments outcomes are cross referenced with Solar statements and correlate with assessment framework statements.

3.3 NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils** to achieve the best possible outcomes to enable them to proceed through an accreditation pathway from KS2, KS3 and KS4.
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

4 ONGOING ASSESSMENT

Assessment is an ongoing daily activity at Groveside and teachers record assessment data on Evidence for Learning, our online assessment tool. Evidence for Learning provides a robust method of capturing evidence of pupil progress for children with Special Educational Needs. Evidence for Learning breaks down learning into small steps, which means that even the smallest increments of progress can be recognised and recorded. Our system is flexible and adapts to meet the needs of all our pupils and is one which can develop and grow with them.

Pupils follow the **Groveside Progress Steps Framework**

Evidence for Learning has the advantage of covering all assessment needs under one umbrella and set individual targets for each pupil every term.

New pupils are baselined on arrival using any previous attainment information alongside teacher analysis and baseline activities. Data is analysed to provide information about pupils' performance and to make recommendations for interventions or support.

Pupils' current assessment statements upon which they are working will be displayed in the front of their workbook or file. Not only will this help pupils and their supporting adults to remain secure of their next steps for learning but will also enable clear cross reference to be made between these assessment points and the evidence that they have been achieved.

5 MARKING AND FEEDBACK

Marking and feedback will be positive, specific and related to the learning objective / success criteria. Staff and pupils need to clearly understand the learning objectives and or success criteria. They will include opportunities to develop peer and self-assessment skills, offer support for individual progress and inform future planning.

Marking and feedback is an essential part of high-quality teaching and learning and is vital in guiding the pupil towards real steps of progress.

Some characteristics of effective written or verbal feedback

- Focuses on learning objectives or success criteria.
- Confirms that pupils are on the "right track".
- Encourages correction of errors or improvement of work.
- Identifies misconceptions.
- Scaffolds pupils' next steps and set targets.
- Provides examples of how to succeed.
- Reminds pupils of the success criteria.
- Provides opportunities for pupils to think for themselves.
- Provides pupils with opportunities / time to respond.
- Increases pupils' self-worth.

Small class sizes at Groveside School means that in most instances feedback will be during active marking or feedback during the lesson time or provided verbally as soon as possible after a task is completed.

5.1 WRITTEN FEEDBACK

- A **green pen** should be used to communicate the positive aspects of the work. Reference should be made to elements of the learning objective or success criteria which have been met. Effort should also be acknowledged and celebrated.
- A **pink pen** should be used to draw attention to areas for development within the work. Again, there should be clear reference made to the learning objective or success criteria. Next steps for learning should also be identified in pink.
- A **purple pen** should be used to draw attention to evidence of progress or to celebrate a 'wow' moment. Whilst this may link to the learning objective or success criteria it may also relate to other behaviours, for example a significant increase in independence or a transference of a skill to a new situation. Teachers are advised to use their knowledge of pupils when deciding what constitutes a 'wow moment'. This will vary depending upon the age and abilities of each pupil.

5.2 MARKING CODE

Marking



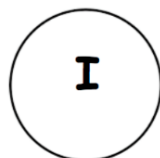
Green = you've got it!



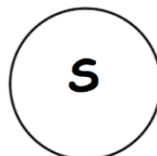
Pink = think again



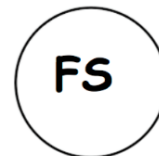
Purple = WOW progress



The pupil has worked independently



Some support was given



pupil was fully supported to complete the activity

6 REPORTING TO PARENTS

Groveside School provides written reports to parents and carers three times a year, the final summer report also includes additional curriculum information provided by class and subject teachers.

Parents and carers consultation evenings are scheduled twice a year with additional sessions available throughout the school year should parents and carers wish to further discuss their child's progress.

Progress reports and targets are shared during the EHCP annual reviews, LAC reviews and PEP meetings as is statutory.

Annual reports to parents and carers include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development.
- Comments on general progress.
- Arrangements for discussing the report with the pupil's teacher.
- The pupil's attendance record including;
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade.
- Details of any vocational qualifications or credits towards any such qualifications gained.

7 TRAINING

Groveside School offers a comprehensive induction process for all staff, this includes both the curriculum and effective, accurate assessment.

Termly assessment workshops are held for all teaching staff with members of SLT to underpin moderation and accuracy.

Continuing opportunities for CPD are available to curriculum staff to ensure effective delivery of accreditations via the appropriate exam boards.

8 HOW WE ASSESS OTHER AREAS OF DEVELOPMENT AT GROVESIDE SCHOOL

At Groveside, we value the progress made by pupils in all areas of their learning. Some of these include:

Area	Assessment method
Academic	<ul style="list-style-type: none"> • Evidence for Learning
Relationships / Celebrations and Consequences	<ul style="list-style-type: none"> • Sleuth positive choices tracker • Attendance - isams • Impact of therapy
Attendance	<ul style="list-style-type: none"> • isams attendance monitoring • Half Termly meetings with Senior Leaders and Multi Disciplinary Team (MDT) • Termly meetings to agree 'Outstanding' and 'Most Improved attendance' for awards assembly
Reading Progression Reading for Enjoyment Spellings	<ul style="list-style-type: none"> • Lexia catch up intervention sessions • Accelerated Reader • Star Reader Assessments Termly • Timetabled Reading for Enjoyment sessions • Little Wandle Phonics (for KS2) • KS3 Phonics programme • MyON – online reading and Lexia to support home learning • Spelling Shed – to support access to reading • SAST (Spelling) tests bi-annually
Numeracy	<ul style="list-style-type: none"> • My Maths and Maths Genie Catch up sessions • My Maths and TT Rockstars home learning and intervention • Star Maths for termly, formal numeracy assessment
Wellbeing / SEMH	<ul style="list-style-type: none"> • Motional SEMH progression assessment assessed termly. • Evidence for Learning to support IEP and PSP progression
Physiotherapy/ Occupational Therapy/ Sensory Therapy	<ul style="list-style-type: none"> • OFG In house Clinical Team
Speech and Language Therapy	<ul style="list-style-type: none"> • Measured using informal baselines and assessments completed by SALT to review progress against individualised target areas • SALT reports completed for annual review detailing progress over the academic year
Art Therapy	<ul style="list-style-type: none"> • Individualised anticipated outcomes agreed by Clinical Lead and Therapist.
Music Lessons	<ul style="list-style-type: none"> • Individualised targets set by Music Teacher as appropriate